

Utah Career and Technical Education Program Approval Standards

Skilled and Technical Sciences

EVALUATION DOCUMENT

This document was developed to assist in evaluating Career and Technical Education programs throughout the state. Quality CTE programs are those which meet program standards based on the quality indicators provided. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request, where appropriate.

This document is to be used as the basis for the following processes:

- 1) Program self-evaluation, improvement, goal setting, and long-range planning
- 2) Onsite reviews/visits
- 3) Annual CTE program evaluation reporting
- 4) Six-year CTE program evaluation

As a department, instructors are to determine ratings for the following quality indicators. Programs with identified deficiencies will be asked to develop a CTE Program Improvement Plan.

School Name: _____

Date: _____

PROGRAM EDUCATOR QUALITY

STANDARD 1	All instructors are licensed and appropriately endorsed.	
QUALITY INDICATORS		
1.1 Each instructor is licensed and appropriately endorsed to teach all corresponding courses/ programs. Using the ratings below, determine the instructor endorsement status for each course/program taught. <div style="text-align: center;">1 = NOT endorsed OR 4 = Endorsed</div>		
Instructor	Course/Program	Rating
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
If indicator is NOT MET , list what steps will be taken to become properly licensed and/or endorsed. (Use additional sheets if needed.)		

Skilled & Technical Sciences Education Areas:

Communication

TV Broadcasting

Visual Arts

Commercial Art
Commercial Photography

Personal and Miscellaneous Services

Cosmetology/Barbering
Culinary Arts/Chef
Food Services
Meatcutting
Dry-cleaning/Laundrying Services

Protective Services

Fire Science
Law Enforcement

Construction Trades

Carpentry
Drywall
Electrician
Masonry
Plumbing

Mechanics and Repairs

Aircraft Mechanics Technician
Automotive Collision Repair
Automotive Service Technician
Electronics Technician
Heating/AC/Refrigeration
Heavy Duty Mechanics/Diesel
Small Vehicle Technician

Precision Production Trades

Aviation Ground Support Services
Cabinetmaking/Millwork
Drafting/CADD
Graphics/Printing Technology
Machinist Technician/CNC
Sheet Metal
Welding Technician

Transportation and Material Moving

Commercial Aircraft Pilot
Flight Attendant
Material Handling

Achievement Rating			
1 = MAJOR improvement needed	2 = MINOR improvement needed	3 = GOOD	4 = SUPERIOR

Using the Achievement Ratings listed above, circle the number that best describes the degree to which your school meets the quality indicators for the program standards, which follow.

STANDARD 2	Instructors participate in appropriate professional association and professional development activities.		
QUALITY INDICATORS		Rating	
2.1	Instructors maintain membership in related state and national professional organizations.	1 2 3 4	
2.2	Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development inservice, and other sources of training.	1 2 3 4	
2.3	Instructors act as role models for students and exhibit leadership, teamwork, ethical and professional practices.	1 2 3 4	
Additional Information and/or Comments:			

PROGRAM INSTRUCTION AND PARTICIPATION

STANDARD 3	Curriculum, instruction, and evaluation are based on the state-approved standards and objectives.		
QUALITY INDICATORS			Rating
3.1	Each course offered in the program is a state-approved course.	1 2 3 4	
3.2	Each course offered uses state standards, objectives, and/or competencies.	1 2 3 4	
3.3	Course/program prerequisites are followed.	1 2 3 4	
3.4	Program articulates with related core and postsecondary training and/or education programs.	1 2 3 4	
3.5	All students receive instruction in personal and leadership development.	1 2 3 4	
3.6	Student evaluation systems are in place and based on identified program objectives.	1 2 3 4	
3.7	State skill certificate tests or industry exams are administered or accessible in all courses where available.	1 2 3 4	
3.8	If state skill certificate tests include Student Performance Evaluation Activities, the activities are started at the beginning of the course, and student progress is recorded throughout the remainder of the course.	1 2 3 4	
3.9	Each course has a disclosure statement, including goals, objectives and grading policies.	1 2 3 4	
3.10	Program prepares students for related employment opportunities.	1 2 3 4	
3.11	There are three or more current and different general and technical program area magazines and reports available and accessible for student use.	1 2 3 4	
3.12	The training activity and instructional material emphasizes the importance of maintaining good relationships with fellow employees and there is evidence that there is a stable atmosphere within the laboratory student-to-student, student-to-instructor, and instructor-to-student.	1 2 3 4	
3.13	The instructional program reflects work behavior and group/team work dynamics.	1 2 3 4	

3.14 Instructional materials and classroom management reflects that the development of good customer relations/human relations training is occurring.	1 2 3 4
3.15 The classroom/laboratory and its equipment is reasonably set-up within a systematic flow of production.	1 2 3 4
3.16 Visual reminders of appropriate work behaviors are posted and easily viewed.	1 2 3 4
3.17 Instructional materials reflect the appropriate work habits for the industry.	1 2 3 4
3.18 Evidence exists that all "live work" benefits the students and supplements on-going instruction.	1 2 3 4
Additional Information and/or Comments:	

STANDARD 4	Equal access is provided to all students, including non-traditional and special populations.
QUALITY INDICATORS	Rating
4.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> How do you recruit special population students into your CTE program? Do your CTE program <u>promotional materials</u> seek to be representative of genders, race, color, national origin or disabilities? 	1 2 3 4
4.2 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> Do minority students enroll in your classes? Why or Why not? What is done to increase enrollment of special pop students, especially male/female enrollments in programs considered nontraditional for their gender? Who is designated as your school's grievance officer? Are you familiar with the grievance process? 	1 2 3 4
4.3 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> As a CTE teacher, have you ever been involved in student Section 504 plans What specifically was your role in that plan? What promotions or recruitment activities does the CTE program pursue within the high school and to pre-high school students? What do these activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? 	1 2 3 4
4.4 Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> What instructional, evaluation and/or testing accommodations do you make for special population students? 	1 2 3 4
4.5 Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or disability. <ul style="list-style-type: none"> What is done to ensure that students with limited English proficiency are successful in your classes? Are there any physical barriers that will limit the access of special population students in your classroom? Where would you put a student in a wheelchair in this classroom? Why? What physical accommodations would need to be made to ensure the accessibility of all students in this classroom? 	1 2 3 4
4.6 Entire curriculum is available to all students.	1 2 3 4
Additional Information and/or Comments:	

Submit samples of program posters, brochures, pamphlets, handouts, testing materials, bulletin board displays, school catalog that are used in the classroom to promote enrollment and participation of ALL students (especially special pops). Do you have any 504 plans on file?		
STANDARD 5	Students have the opportunity to concentrate in state-recognized CTE career pathways.	
QUALITY INDICATORS		Rating
5.1 CTE courses are organized into state-recognized CTE pathways.		1 2 3 4
5.2 Courses offered allow students to complete or concentrate in CTE pathways.		1 2 3 4
5.3 High school to college articulation maps are developed showing CTE pathway connection to specific college majors or ATC programs available in region, including Tech Prep and Concurrent Enrollment options.		1 2 3 4
5.4 CTE pathway information is available and understood by teachers and counselors.		1 2 3 4
5.5 Counselors use CTE pathway information to assist students plan their HS schedules		1 2 3 4
Additional Information and/or Comments:		

STANDARD 6	Intra-curricular student leadership training opportunities are provided through the related Career and Technical Student Organization (CTSO).	
QUALITY INDICATORS		Rating
6.1 Students enrolled in the program have an opportunity to affiliate and participate in SkillsUSA. <ul style="list-style-type: none"> What specific strategies are used to recruit special population students into your CTSO? How many special population students are members of your CTSO? 		1 2 3 4
6.2 SkillsUSA is an intra-curricular part of the program.		1 2 3 4
6.3 SkillsUSA provides opportunities for students to participate in community service activities.		1 2 3 4
6.4 SkillsUSA provides opportunities for students to participate in leadership training activities.		1 2 3 4
6.5 SkillsUSA provides opportunities for students to participate in regional, state or national competitions.		1 2 3 4
6.6 School/district makes provision for travel expenses and release time for the advisor(s) to participate in SkillsUSA activities.		1 2 3 4
6.7 School/district makes provision for travel expenses and release time for students to participate in SkillsUSA activities.		1 2 3 4
6.8 Local SkillsUSA chapter is affiliated with appropriate state and national organization.		1 2 3 4
Additional Information and/or Comments:		

PROGRAM INSTRUCTIONAL RESOURCES

STANDARD 7 The program has an annual operating budget.	
QUALITY INDICATORS	Rating
7.1 All instructors provide input in regard to the amount of their annual operating budget.	1 2 3 4
7.2 All instructors have access to and control over an annual supplies budget.	1 2 3 4
7.3 Allocated resources are sufficient to provide for the maintenance, repair, and replacement of equipment and the operation of the facility.	1 2 3 4
7.4 When lab fees are collected, they are expended for supplies used by students enrolled in the course/program.	1 2 3 4
7.5 A system is used to collect, account for, and disburse "live work" receipts approved by administration.	1 2 3 4
7.6 Income generated in "live work" account is used solely for the program.	1 2 3 4
7.7 A written reporting and auditing system is used to tabulate "live work" orders for the administration.	1 2 3 4
Additional Information and/or Comments:	

STANDARD 8 Proper equipment and adequate supplies are available to maintain and support the program.	
QUALITY INDICATORS	Rating
8.1 Equipment provided is consistent with program objectives.	1 2 3 4
8.2 Established procedures for the maintenance, repair, and replacement of equipment are followed.	1 2 3 4
8.3 Supplies or an annual supply budget is provided for the program.	1 2 3 4
8.4 Current inventory of equipment is on file and updated annually.	1 2 3 4
8.5 Each classroom and/or lab has at least one computer with Internet access and E-mail capability for instructors.	1 2 3 4
8.6 All shields, guards, and other safety devices are in place, operable and used where required, regardless of age.	1 2 3 4
8.7 The tools and equipment used in the training program reflect the types used in the industry.	1 2 3 4
8.8 The tools and equipment exist in the quantity needed for efficient and effective instruction.	1 2 3 4
Additional Information and/or Comments:	

STANDARD 9	Appropriate instructional materials are available to achieve the goals and objectives of the program.	
QUALITY INDICATORS		Rating
9.1	Instructional materials support state approved standards and objectives.	1 2 3 4
9.2	Adequate instructional materials are available for all students in all courses.	1 2 3 4
9.3	Instruction is enriched with appropriate instructional technology and related resources such as computers and software, CD-ROM, access to Internet, audiovisual aids, etc.	1 2 3 4
9.4	The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule.	1 2 3 4
9.5	Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.	1 2 3 4
Additional Information and/or Comments:		

PROGRAM FACILITIES

STANDARD 10	Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.	
QUALITY INDICATORS		Rating
10.1	Facilities provided for the program are consistent with program standards and objectives.	1 2 3 4
10.2	Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are maintained at appropriate levels.	1 2 3 4
10.3	Storage space is functional and sufficient for instructional materials, supplies, and equipment.	1 2 3 4
10.4	Classrooms and laboratories are safe, clean, properly maintained, and in good repair to provide an environment conducive to learning.	1 2 3 4
10.5	Facility repairs and improvement requests are submitted and resolved in a timely manner.	1 2 3 4
10.6	Instructor workstations are adequate and appropriately equipped.	1 2 3 4
10.7	Hazardous areas are identified with signs.	1 2 3 4
10.8	Fire extinguishers have regular, current inspection tags and meet fire codes for different types of fires.	1 2 3 4
10.9	An appropriate electrical disconnect system is available to shut down all equipment in case of an emergency.	1 2 3 4
10.10	Consumables are recycled where possible.	1 2 3 4
Additional Information and/or Comments:		

STANDARD 11 Safe practices are understood and implemented.	
QUALITY INDICATORS	Rating
11.1 State and/or district health and safety policies and procedures are utilized.	1 2 3 4
11.2 Appropriate training on equipment has been acquired by the instructor to insure proper instruction to students and maintenance of the equipment.	1 2 3 4
11.3 A safety evaluation of the program's facility and equipment is conducted on an annual basis. Requests have been made to the district administration for correction of any safety deficiencies noted on the safety evaluation.	1 2 3 4
11.4 Where appropriate, evidence of hazardous material handling instructions is retained on file to verify the appropriate training has taken place.	1 2 3 4
11.5 Electrical cords are arranged outside of traffic patterns to prevent accidents.	1 2 3 4
11.6 Students must successfully complete a safety test before they are allowed to work in the laboratory.	1 2 3 4
11.7 Where applicable, standard precautions as set forth by OSHA and Risk Management are implemented.	1 2 3 4
11.8 Where applicable, laboratory floors are properly marked using the proper color-coding.	1 2 3 4
11.9 Where applicable, Material Safety Data sheets are properly displayed and located for easy access for review.	1 2 3 4
11.10 Eye and ear protection are worn where they are required.	1 2 3 4
Additional Information and/or Comments:	

PROGRAM PLANNING AND ADVISING

STANDARD 12 There is a 3- to 5-year written plan that provides program direction and improvement.	
QUALITY INDICATORS	Rating
12.1 Instructors have developed a 3- to 5-year program plan that is reviewed and updated annually. Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.	1 2 3 4
12.2 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.	1 2 3 4
12.3 Strategies to promote positive public perceptions, local community relations, and student recruitment are part of the plan.	1 2 3 4
Additional Information and/or Comments:	

STANDARD 13	The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions and recommendations.	
QUALITY INDICATORS		Rating
13.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. • What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?		1 2 3 4
13.2 The advisory committee provides input and recommendations for program improvements.		1 2 3 4
13.3 The advisory committee meets two or more times per year and has written minutes on file.		1 2 3 4
Additional Information and/or Comments:		

PROGRAM ADMINISTRATION

STANDARD 14	District and school administration understand and demonstrate support for the program.	
QUALITY INDICATORS		Rating
14.1 Innovative instruction and program enhancements are encouraged and supported.		1 2 3 4
14.2 Faculty input is considered prior to determining teaching assignments and schedules in an effort to facilitate efficient classroom/lab management and utilization.		1 2 3 4
14.3 Instructors ensure that counselors are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.		1 2 3 4
14.4 Instructors ensure that administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.		1 2 3 4
14.5 Counselors register students based on the goals, objectives, activities, prerequisites, and enrollment guidelines of the program.		1 2 3 4
Additional Information and/or Comments:		

STANDARD 15	Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.	
QUALITY INDICATORS		Rating
15.1 Enrollment in laboratory courses does not exceed the available workstations.		1 2 3 4
15.2 Enrollment in all courses ensures that the program objectives are met in a safe and effective manner.		1 2 3 4
Additional Information and/or Comments:		